Parent-child relationship, self-esteem and its impact on academic achievement of Kashmiri migrant higher secondary school students in Jammu.

A Synopsis

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INTRODUCTION

"Parents carve a child in the same way a potter carves a pot. They are the definitive role model for the children and every word; every action has a deep influence on the child's mind."

Knowledge is the fountainhead of education. The evolution of a human being from a caveman to a technologically advanced one is an outcome of education. No nation can claim to be advanced if the people are not educated. Education is truly a gateway to knowledge. It can be acclaimed to be the major reason for the social and economic development of nations across the globe.

Education means imparting of knowledge, not just the information to a child. A child starts learning right from its birth and keeps on learning until the end of his life. The role of a parent begins right from the birth of a child. A child's brain is like a raw mud that can be shaped into anything and parental influence is a major factor in developing the personality of a child. It is the parent-child relationship that has a marked influence on the academic performance of a child. (Barnard and Kelly, 1990). A parent is the principal collaborator and a decision maker for a child and the child's aptitude to understand, to modify the behavior depends upon the parent-child relationship. A parent subtly sets up certain standards for a child and a child tries to come up to those standards. The problem begins when one doesn't fit in to the set of expectations setup by the parents (Werener and Silbereisen, 2003). Parental influence has a psychological impact on the performance of a child. Children's advanced success in the school, disciplined behavior, lesser withdrawal rates, and higher levels of academic achievement are enhanced by a strong parent-child -relationship (Ziegler, 1987). It is found that healthy parent child relationships yield

better academic results. Parent–child relationship, thus, has a profound influence on the academic achievement of the child.

Another important factor which has a marked influence on the academic achievement of the student is the self-esteem of the student. Self-esteem is defined as the set of positive or negative evaluations of individuals about their own selves (Rosenberg 1965). Self-esteem According to Coopersmith, (1967) self-esteem is," an individual's Judgment of value or worthiness, expressed in the outlook that individual holds towards himself. It is a personal experience which the individual transmits to others through body language and other means of communication. Self-esteem is defined as the set of constructive or depressing evaluation of individuals about their self. Self-esteem is essentially the evaluative dimension of the self-concept. High self-esteem can be characterized by having a good belief of one's self. The way one views himself is one of the major factors in deciding the academic success of a student. If a student has high self confidence and views himself in a positive way, it can be predictor of high academic success. Self-esteem is dynamic and can be modified or changed (Franken,1994). The way an individual views himself accounts to a large extent for his success.

The personality of a child is an outcome of the parent-child relationship which plays a major role in the formation of the self esteem of a child. The analyzing and creative power of a child can be directly linked to the self esteem of the child (Vandewater and L a n d s f o r d , 2005) On one hand, spontaneity, creativity and originality is an outcome of better parent-child relationship and consequent enhanced self-esteem, while, on the other hand, it is difficult for a child with low self esteem to have high academic success. A child with imprecise self-esteem develops inferiority complex and tends to become incompetent in the current competitive environment. Thus, it can be seen that the society can be benefitted by conducting the current proposed study.

NEED OF THE STUDY

It is observed from the above that a number of studies have been conducted but no study has been conducted in relation to the Kashmiri migrants who had to face the aftermath of insurgency in Kashmir (J&K). It is obvious that violence has a marked influence on the human minds and it drastically affect the people who have witnessed violence on a mass scale, Kashmir migrant community is living in exile from last thirty years and are internally displaced ,although they are not officially declared but various areas in Jammu have been identified for them . It will be quite interesting to find out the parent child relationship , self esteem and academic achievement of students belonging to this community. The results can be compared with other studies and conclusions can be drawn from the same.

From the above discussion, it can be concluded that the self-esteem, parent-child relationship and academic achievements are significantly related. It is also found that parent child relationship and self esteem are strong predictors of academic achievement. In the current proposed study, parent-child relationship and Self-esteem have been considered as significant factors in the learning process. Parent-child relationship provides the basis for the child's personality development, self esteem and overall conduct. Positive outcomes can be expected from the healthy parent-child (Gao, Mengyu, Cummings, Mark, 2019). Once the students develop positive self-esteem whatever is taught in the classroom the academic achievement is bound to show an upward trend. Academic achievement can be directly linked to the development of knowledge in a student within an educational setting. Researchers have significantly related parent child relationship and self esteem to the academic achievement of the students. It is imperative to find out the reasons behind the low academic achievement of school going adolescents and analyze the role of the parent child relation in this context. The

proposed study will make an attempt to analyze the academic achievement with respect to parent-child relationship and self esteem of the Kashmiri Migrant higher secondary school students in Jammu. Kashmiri migrant community is a displaced one, and it will be interesting to know the Parent–child relationship, self esteem and academic achievement of the students belonging to this community. It is evident that all the studies carried previously are done on general students but the current proposed study will be conducted on Kashmiri migrant higher secondary school students. Thus there is a gap in the research and it can be fulfilled by conducting the current proposed study. The study can have numerous expected contributions with regard to all the stakeholders and promises startling results which can be published in numerous journals, books and other relevant sources which can be extremely fruitful for the society and the country. The study is suitably justified as it will have implications for the parents of the students as they can understand the need to be oriented about the control they exercise on their adolescents after assessing the results of the study.

The study proposed is highly relevant as regards the significance of relationship between the academic achievement of the students and their self esteem and parental relationship, this can be of substantial use to the education implementers and administrators as they can utilize these for understanding the impact of these variables. The study will further be of great importance for the students of the country as they can be understood by the authorities and the behavior of the administrators towards the students may also be suitably modified by them. The resultant of the good academic achievement will also be good for the nation in future, as the adolescents of today are the adults of tomorrow. The current proposed study would provide pragmatic data to emphasize these variables in the process of erudition at school.

OBJECTIVES OF THE STUDY

- To assess the parental relationship, Self-esteem and academic achievement of Kashmiri migrant higher secondary school students.
- To find out the perception of student with regard to parental relationship.
- To find out the difference in the perception of students' on mothers and fathers relationship.
- To find out the inter relationship of parent-child relationship, self-esteem and academic achievement of Kashmiri migrant higher secondary school students.
- To analyze the difference in parent child relationship, self esteem and academic achievement in relation to the different demographic variables of the Kashmiri migrant higher secondary school students.

REVIEW OF LITERATURE

Gao, Mengyu, Cummings, Mark (May,2019) investigated whether parent–child relationship (PCR) quality assessed at the daily level changed developmentally and/or fluctuated due to daily experiences. Specifically, this study examined (a) whether parents' daily perceptions of marital relationship (MR) quality were associated with their own and/or their partners' PCR on the same day and the following day, and (b) whether relations among these daily influences changed over a 2-year period as children developed. Participants recruited included 237 2-parent families with preadolescent or adolescent children (52% girls). Both fathers and mothers completed daily diaries about MR and PCR for 15 consecutive days each year for 3 consecutive years. Results indicated that daily PCR did not change developmentally but was subject to day-to-day variations based on parents' daily MR: parents' distressed MR was

related to their own lower emotional quality in PCR on the same day (supporting the spillover hypothesis), but higher emotional quality in PCR on the next day (supporting the compensatory hypothesis). Compensatory association was also found between father-reported average MR and mother-reported daily PCR. Furthermore, the same-day spillover and cross-day compensatory effects tended to decrease developmentally, as children transitioned into adolescence. The findings illustrated the interdependent, changing, and dynamic patterns of family relationships and underscored the importance of differentiating between father–child and mother–child relationship.

Hintsanen, Mirka; Gluschkoff, Kia; Dobewall, Henrik; Cloninger, C. Robert; Keltner, Dacher; Saarinen,Aino;Wesolowska,Karolina; Volanen,Salla-Maarit; Raitakari,OlliT.; & Pulkki-Råback, Laura (Jan,2019) examined whether qualities of parent–child-relationship, namely, emotional warmth and acceptance, predict offspring compassion decades later in adulthood. Data from the prospective population-based Young Finns Study was used. The sample included 2,761 participants (55.5% women). Parent–child-relationship qualities were reported by each participant's parents at baseline in 1980 (T0) when participants were between 3 and 18 years old. Compassion was self-reported 3 times: in 1997 (T1), 2001 (T2), and 2012 (T3) with the Temperament and Character Inventory. By using age at the assessment as a time-variant variable, multilevel modeling was applied for repeated measurements to examine developmental trajectories of compassion from the ages of 20 (the age of the youngest cohort at T1) to 50 (the age of the oldest cohort at T3). On average, compassion increased in a curvilinear pattern with age. Higher acceptance ($p = .013$) and higher emotional warmth ($p < .001$) were related to higher compassion in adulthood. After adjusting for childhood confounds (i.e., participant gender, birth cohort, externalizing behavior, parental socioeconomic status, and parental mental health

problems), only emotional warmth ($p < .001$) remained a significant predictor of compassion. Quality of the parent–child-relationship has long-term effects on offspring compassion. An emotionally warm and close relationship, in particular, may contribute to higher offspring compassion in adulthood.

Lee, David , Way, Baldwin (Jun,2019) investigated whether self-esteem would moderate the health benefits of social support. A national sample of middle-aged adults (N = 949) completed self-report questionnaires on, health related behaviors, socio-demographic information, perceived social support and self-esteem. After two years , they provided a blood sample that was analyzed for C-reactive protein (CRP), a marker of inflammation. It was found that the effect of perceived social support on inflammation was moderated by self-esteem. Particularly, perceived social support predicted lower CRP for people with high self-esteem, whereas it was not significantly associated with CRP for those with low self-esteem. The results were held even after controlling for, medication usage, health related behaviors, and socio-demographic information. It was concluded that self-esteem is a key variable that may modulate the link between social support and inflammation.

Malhotra, Sharma., Ajanta. (Jan,2019) conducted a study under the title ,"Study of the relationship between academic achievement and self-esteem of senior secondary school students" on 100 high school children both male and female were randomly selected from various senior secondary schools of Hisar and adjoining villages. Rosenberg Self Esteem Scale was used to measure self-esteem after taking consent from students and their principals. To measure academic achievement, students' annual scores of 10th standard were taken from school records. The results were analyzed using descriptive and correlation methods. It was found that there is no statistical difference observed between academic achievement and self-esteem when

boys and girls were compared. But when the sample was taken as whole there is significant positive relationship between self esteem and academic achievement scores of senior secondary school students. It was concluded that academic achievement increases self-esteem also linearly and symmetrically.

Yang, Qian; Tian,Lili; Huebner,Scott; & Zhu, Xinxin (May,2019), examined the relations among, self-esteem, academic achievement and subjective well-being (SWB) in school among Chinese elementary school students. The study was conducted using a longitudinal mediation model. A total sample of 807 elementary school students (Mage = 9.43 years; 52.9% male) filled a multimeasure questionnaire that collected the data regarding the targeted variables at 3 time points, across 18 months. After controlling for family socioeconomic status, gender and age, the results revealed that (a) academic achievement positively predicted later SWB in school; (b) self-esteem at Time 2 completely mediated the relation between academic achievement at Time 1 and SWB in school at Time 3; and (c) significant bidirectional relations were observed between self-esteem and SWB in school.

Ghaziri, Nahema; Darwiche, Joelle (2018) conducted a literature review to examine the effects of self-esteem in the family context, selecting 40 studies exploring the associations between self-esteem, co-parental relationship, parent-child relationship, and global family functioning. The research focused primarily on self-esteem and the parent-child relationship. The evidence indicates that parents with high self-esteem experience enhanced satisfaction with their children and exhibit more positive interactions with them. It was also found that parents' high self-esteem is associated with less physical abuse and child neglect. Studies focusing on co-parenting and family functioning are still rare, and more evidence is needed to establish robust conclusions.

Shanoji & Wani (2018) conducted a research to study the academic achievement of private and government secondary school students in relation to their family climate in Kashmir (J&K).The researcher adopted descriptive method for this research and the sample of the study comprised of 800 secondary school students in which 400 students (200 boys and 200 girls) were taken from private schools and 400 students (200 boys and 200 girls) were taken from government schools. The author reported that there is a significant difference between private and government secondary school students on family climate. Private school students possessed better Family Climate as compared to those hailing from government schools .It was further reported was also found there is no significant difference between private and government secondary students on Warmth-Cold Relations dimension of Family Climate. It was found that there is a significant difference between private and government secondary school students on the variable of Academic Achievement. it was revealed that there is a significant positive relationship between Family climate and Academic achievement. Family climate has large significant effect on students' academic achievement. Students with poor family climate were less likely to complete academic achievement than those with better family climate.

From the above literature review it can be seen that the self-esteem, parent-child relationship and academic achievements are significantly related. It is evident that all the studies carried previously are done on general students but the current proposed study will be conducted on Kashmiri migrant higher secondary school students. Thus there is a gap in the research and it can be fulfilled by conducting the current proposed study. This further adds to the rationale of the study.

METHODOLOGY

Methodology is the course of action or procedure adopted in a research study. The methodology occupies an imperative place in research. It lays out the action plan to carry out a formal research and describes the procedures that will be followed to conduct a scientific research. It also provides a detailed description of the variables and the quantitative and qualitative methods adopted. Methodology of the study also illustrates the data collection methods, research tools and the statistical tools for analysis of data. In short it can be looked upon as a blue print of the research.

Research design

Research Design as defined by Kerlinger (1995) is the plan and structure of investigation so conceived as to achieve the objectives of the research. Keeping this in view, the adaptability of the proposed design with respect to the type of study, variables under consideration, size of respondents and phenomenon to be studied, the descriptive study methodology will be selected as an appropriate research design for the proposed study.

Population

The population of the study will comprise of Kashmiri migrant higher secondary school students.

Sample

The sample of the study will comprise of Kashmiri migrant higher secondary school boys and girls currently enrolled in science, arts and commerce streams in different higher secondary schools in district Jammu.

From each stream 100 boys and 100 girls will be randomly selected making a total of two hundred students from each stream. The total sample size of the study will be 600 students belonging to Kashmiri migrant community.

Sampling Method: The random sampling method will be used. The rationale for choosing the sampling method is that all the students will have an equal opportunity of getting selected. This way the results obtained from the study will be more trustworthy and authentic. The sample of the study will be selected from the areas like Jagati , Muthi and Porkhoo camps. Kashmiri migrants have been provided make shift camps in the above said areas.

The selection of students stream wise, gender wise and class wise is presented in tabular form as below:

Table 1. Selection of students by their stream, gender and class

Stream	Science		Commerce		Arts	
Gender/Class	HSI	HSII	HSI	HSII	HSI	HSII
Boys	50	50	50	50	50	50
Girls	50	50	50	50	50	50

Variables of the study

Dependent variable: Academic achievement

Independent variables: Parent-child relationship and self–esteem**.**

Intervening variables: Age, Gender, class, stream, Locale, Type of family, Parental education, Parental occupation, Family income.

DATA COLLECTION

NATURE OF THE DATA

There are two types of data, primary and secondary. The researcher will utilize both qualitative and quantitative data for the study .The qualitative data will be helpful for understanding the subject research topic and also in adopting the research instrument for the collection of the data. The quantitative data will be collected using a questionnaire.

Sources of Data

For the study purpose both primary and secondary data will be used. The primary data will be collected from the respondents selected for the study using a questionnaire.

The primary and secondary data will be collected to cover every aspect of the study. The data will be used in combination as per need of the study. These are explained below:

(A) Primary data

Primary data are information collected by a researcher specifically for a research assignment. Primary data is original in nature and directly related to the issue or problem and current data. Primary data is the data which the researcher collects through various methods like interviews, surveys, questionnaires etc. In the current anticipated study the primary data will be collected from the respondents using a standardized questionnaire for the purpose.

The data will be obtained by personal contact and interviewing the respondents by providing them the questionnaire

(B) Secondary data

Secondary data are the data collected by a party not related to the research study but collects the data for some other purpose and at different time in the past. If the researcher uses these data then these become secondary data for the current users. These may be available in written, typed or in electronic forms. In the current study the secondary data will be collected from journals, magazines, literature review, news papers and online resources and the other relevant documents.

Tools to be used for data collection

The following research tools will be utilized for collecting the data

1.Parent Child Relationship Scale of Dr. Nalini Rao (1989) consists of 100 items .It has ten dimensions viz., protecting, symbolic punishment, object punishment, demanding, indifferent, symbolic reward, loving, object reward and neglecting to be scored for father and mother separately. Items are common for both father and mother except for three items, in the forms for father and mother due to the nature of variation in paternal and maternal relationship with children. For each statement scores of 5, 4, 3, 2 and 1 are given for responses namely always, many times, sometimes, and rarely and very rarely, respectively thus a maximum score of 50 and a minimum score of 10 can be obtained on each dimension. Combined PCR will be assessed by taking the total score of mother and father on each dimension. Based on the scores the respondents will be grouped into three categories as low, moderate and high.

2.Self- Esteem Scale:

Self-esteem Scale consists of ten items and is known as Rosenberg Self-esteem Scale developed by Rosenberg, 1965. This scale calculates the self-worth of a student by evaluating both positive and negative emotions. This scale is suitable for students above 12 years of age.This scale consists of ten items out of which five are Negatively-worded items which need to be reverse coded (items 2, 5, 6, 8, 9). The response are measured on four point likert scale which ranges from 1 (strongly disagree) to 4 (strongly agree). The higher the score, the higher the self esteem. The calculated value of Chronbach Alpha is 0 .751 which denotes the reliability of scale further the test-retest reliability (r =0.81-0.87) as reported by the developer. The scale has high internal consistency (0.55-0.95) making it suitable for the collection of data in the context of current proposed research.

3. Academic achievement - Marks secured in the class 10^{th} will be taken as the academic achievement.

PROCEDURE FOR DATA COLLECTION

The data will be collected by the researcher herself by personally visiting the areas where Kashmiri migrants are concentrated in Jammu district. The tool will be administered to higher secondary part 1 and part 11 students of the community. The investigator will visit the areas selected for the study on an employed day and request the heads of the family for the permission to collect the data from the Kashmiri migrant boys and girls. The questionnaires will be filled by the researcher herself after requesting the respondents to answer. It will be ensured that all the questionnaires are filled in properly. The filled in response sheets will be collected and checked for incongruity which will be modified instantly in front of the respondent. The same procedure will be followed on another employed day in

the other areas selected for the survey.

PROPOSED STATISTICAL TOOLS FOR DATA ANALYSIS

The following statistical techniques will be used to analyze the data

1. To understand the demographic characteristics, Parent-child relationship, self-esteem and academic achievement frequency and percentage will be calculated.
2. To find out the difference in the self esteem, Parent-child relationship and academic achievement in relation to the intervening variables like class, gender, locale and type of family a 't'-test will be employed. Difference in the father and mothers relationship will also be calculated using a t-test.
3. To assess the difference in self-esteem, Parent-child relationship and academic achievement in relation to intervening variables like stream, , Parental education, Parental occupation, Family income of the student a one way ANOVA will be conducted.
4. To find out the relation between the independent and dependent variables correlation analysis will be carried out.

HYPOTHESES OF THE STUDY

Null hypothesis H01: There will be no significant difference in the level of the parental relationship, Self-esteem and academic achievement of Kashmiri migrant higher secondary school students.

Null hypothesis H02: There will be no significant difference in the perception of student with regard to parental relationship.

Null hypothesis H03: There will be no significant difference in the parent child relationship, self esteem and academic achievement in relation to the class and stream of Kashmiri migrant higher secondary school students.

Null hypothesis H04: There will be no significant inter relationship between parent child relationship, self esteem and academic achievement of Kashmiri migrant higher secondary school students.

Null hypothesis H05 : There will be no significant difference in parent child relationship, self esteem and academic achievement in relation to the different demographic variables of the Kashmiri migrant higher secondary school students

DELIMITATIONS OF THE STUDY

The study is delimited to Kashmiri migrant students in Jammu district only.

The study is delimited to Kashmiri migrant higher secondary school students studying in the schools of district Jammu only.

The study is suitably delimited to 600 male and female students only.

The study is further delimited to the collection of data on self esteem, parent –child relationship and academic achievement of Kashmiri migrant higher secondary school students using a questionnaire.

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